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ABSTRACT

This document is the official guide for teaching English Language Arts in the elementary schools of Canada's Northwest Territories. It reflects a student-centered, process-oriented, integrated and culture-based approach. It emphasizes teaching language (whether it be English or aboriginal) in meaningful, interactive contexts and evaluating students on the basis of individual growth and development. The curriculum is designed to encourage the development of programs that broaden students' language range, provide opportunities for students to use new features of language in a variety of contexts, and above all, encourage students to be independent and confident language users. The curriculum identifies major understandings to be developed during the elementary years, but does not stipulate a sequence for their development. The guide's seven major sections are as follows: (1) Foundations; (2) The Approach; (3) The Curriculum; (4) In the Classroom; (5) Evaluation; (6) Implementation; and (7) Reference Material. A 17-item bibliography, a professional reading list containing 43 references, and a glossary of language terms conclude the document. (SR)

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COMMUNICATION K - 6 (ENGLISH)

INTERIM EDITION

ABORIGINAL LANGUAGES AND BILINGUAL EDUCATION DIVISION

1989

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Northwest Territories Education

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COMMUNICATION
K-6

(ENGLISH)

INTERIM EDITION

ABORIGINAL LANGUAGES AND BILINGUAL EDUCATION DIVISION
SCHOOLS BRANCH
DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES
1989

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Today's students, the leaders of tomorrow, need to be effective language users. Whether a student's first language is English, an aboriginal language or a foreign language, it is the basis for all further learning. Language experiences at school must begin with the language each student already knows, reinforce each student's cultural identity and build on the experiences each student brings to the classroom. Language grows most effectively through activities and content that students view as useful and relevant to their personal needs and interests.

How students learn is as important as what they learn. Students must be encouraged to participate in making decisions related to their learning and to engage actively in learning experiences. We believe that, when given the opportunity to grow through a student-centered, culture-based curriculum, northern students will develop their language abilities and the confidence to face the challenges of the 21st century.

Stephen Kakfwi
Minister of Education

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FOREWORD

Communication K-6 (English) is the official guide for teaching English Language Arts in the elementary schools of the NWT. Based on the philosophy described in *Education in the NWT (1988),* it replaces *Language Development: Primary (1978)* and *Language Development: Intermediate (1979),* and is consistent in philosophy with *Junior High English Language Arts (1988).* Both the Elementary and Junior High curricula view the student as an active participant in the process of language development and learning.

Current research in language learning, in the nature of language, in pedagogy and in child development in general has led *Communication K-6 (English)* to reflect a student-centered, process-oriented, integrated and culture-based approach. This approach requires teachers to understand the processes of language learning. It emphasizes teaching language in meaningful, interactive contexts and evaluating students on the basis of individual growth and development. Listening, speaking, reading, writing, representing and viewing are naturally interconnected, occurring in functional situations in the day to day experiences of the student. It follows that language experiences in the classroom should also occur in meaningful, functional situations.

This curriculum is designed to encourage the development of programs that broaden students' language range, provide opportunities for students to use new features of language in a variety of contexts, and above all, encourage students to be independent and confident language users. *Communication K-6 (English)* identifies major understandings to be developed during the elementary years, but in support of current beliefs about language learning, does not stipulate a sequence for their development. It is the intent of this document that each Region/Board or school identify indicators of growth toward each major understanding, which reflect the language development of students in their own geographic area or language situation. Support documents will be developed to address specific areas of need, as determined by educators during early use of the curriculum.

ACKNOWLEDGEMENTS

The Department of Education acknowledges with appreciation the contributions of all those who participated in the development of *Communication K-6 (English).*

A group of teachers, administrators, language specialists and teacher-education instructors from communities across the NWT participated in an advisory role as members of the Elementary English Language Arts Subject Advisory Committee and its working committees. Members included:

Naulla Arnaqaq
Fanny Swartzentruber
Joyce Young
Beatrice Warren
Brian Crawford
Teri Arngna'naaq
Alice Bolduc
Pauline Gordon
Jim Martin
Peter Porte
Dave Runkle
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Kathy Miya
Janice Haley
Fiona O'Donoghue
Sue Ball
Jeannette Ireland
Donna Olson
Elliot Johnson
Kathleen Green
Judy Foster
Marilyn Pike
Di Ann Blesse
Doreen Cleary

Dr. Angela Ward (University of Victoria) provided advice and reviewed drafts of the curriculum.

Portions of this curriculum have been based on *English Language Arts I-VI* from the province of Quebec, *Language Arts in the Elementary School* from the province of Nova Scotia, and *Primary Program* from the province of British Columbia.

Initial efforts from staff of the School Programs Division, and continued cooperative effort from members of the Aboriginal Languages and Bilingual Education Division of the Department of Education brought this project to fruition.

BACKGROUND

During the 1986/87 school year, an assessment was conducted to determine needs in English Language Arts. Teachers of Grades One through Six from across the NWT contributed information through questionnaires regarding the curriculum guides, teacher planning processes and commercial programs. As well, research was conducted into current curricula from other jurisdictions across Canada, international trends in language learning, available commercial language programs, and the applicability of these to NWT students. As a result of the information collected, a proposal for revision of the curriculum was drafted.

Over the same period, a standard process for curriculum review, development and implementation was created by the Schools Branch. In accordance with this process, a Subject Advisory Committee was formed for Elementary English Language Arts. This group met to examine the proposal and preliminary draft and to set the direction for further development of the curriculum. Subsequent working committees met to examine and critique later drafts.

Concurrent with the development of the Elementary English Language Arts curriculum, Schools Branch personnel have been working to draft a general educational framework to be used for all future Department projects. Because all existing curricula will be adapted to the new framework, *Communication K-6 (English)* is being published as an interim edition for use until a newly formatted edition is available. This also allows for further modifications as actual in-school use brings out the strengths and weaknesses of the curriculum. Responses to the document are encouraged from anyone who has familiarized him/herself with the curriculum, and should be directed to:

Curriculum Coordinator,
Elementary English Langauge Arts,
Department of Education,
Government of NWT
Box 1320
Yellowknife, NWT.
XIA 2L9

FOUNDATIONS

Because of the culturally diverse population and the variety of languages spoken in the NWT, students arrive at school with differing levels of experience with English. All of these students, however, have been communicating through language, whether English, French, an aboriginal or foreign language, or a dialect of a language. The students have internalized a system for utilizing their language. Recognition must be given to each student's language abilities in his/her mother tongue.

In keeping with the guiding principles outlined in *Education in the NWT (1988)*, each student's cultural background, language and learning style must be recognized, respected, and reflected in the school program. The school must be an educational setting in which students can draw upon and expand their personal language, with teachers providing opportunities for students to expand their language repertoires to include other varieties and uses of English.

THE NATURE OF LANGUAGE

To ensure that all students become effective language users, educators must understand the following principles about the nature of language:

1. *Language is not static; it changes constantly over time to adapt to social needs.*

2. *Language forms will vary from place to place and according to different social contexts. This variation is natural. Language use is not a matter of correctness, but of appropriateness for specific audiences in particular contexts.*

3. *All dialects are complex languages in themselves; they are systematic, patterned and governed by rules.*

Individual students create their language systems in different ways. Each student's own language must be regarded as a valid system of expression.

CURRENT LANGUAGE RESEARCH

In the past ten years, much has been discovered about how people learn language. Leading language researchers view language learning as a continuous and developmental process during which we create a system of meaning through interactions with others. Britton, Halliday and Moffet have termed this "learning how to mean". Language development is seen by these three theorists as the growing ability to fit one's language to various audiences, for various functions, in different contexts. Learners approach new learning by using their own understanding and language to make sense of the world.

Halliday (1979) suggests that language involves three types of learning:

Learning language
Learning through language
Learning about language

Goodman (1987) stresses the interdependence of these three types of learning. In real speech or literature, one cannot learn language without learning *about* it. Similarly, as one uses language to learn, more language is acquired. Language is used to communicate ideas, not only in language arts classes, but both in and out of school and throughout the day. Language learning can and should be taking place all the time.

Our students listen, speak, read, write,view and represent in response to the world around them. *Communication K-6 (English)* stresses the value of students actively exploring their world through all senses, using language to help to bring order to their discoveries and to express their ideas. Language and thinking develop concurrently as students confront, analyze and describe new problems (Goodman, 1987). Language develops through learning, and learning through language. This process, continually refined by the individual, is the basis for all adult communication and problem solving.

BILINGUAL EDUCATION

Bilingual education programs promote the building of learning strategies in both English and the learner's first language. Recent studies suggest that students' progress is enhanced when both languages are allowed to develop simultaneously (Cummins, 1989). Low academic achievement is related closely to self-concept, and the types of interactions children have with their educators. Students with a positive sense of themselves, their culture and their home language will approach and learn English with more success.

Recent Canadian research has shown that it takes several years for second language learners to gain a proficiency in English similar to that of persons of the same age who speak English as their mother tongue. Cummins (1989) claims that conversational skill seems to approach this level after two years of using the language, while the academic proficiency in ESL students compares with first-language speakers only after an average of five years. The conversational fluency makes any gaps in academic English proficiency less visible, and can cause an underestimation of the second language learners' academic potential rather than of their language ability. Since student achievement is linked to teacher expectation (Hanson, 1989), mistaken assessment of academic potential could lead to poor student performance.

LANGUAGE AND THE FAMILY

Since language is the primary means of ordering and interpreting the environment, parents and other adults in the community have important roles in promoting the growth of language competency in their children. Research has shown that academic success depends not on which language is being used in the home, but on the quality of the verbal interaction between parents and their children (Cummins, 1989). By speaking with their children in the language of the home, whether or not this language is English, parents help their children to interpret the world around them, and to build a solid foundation of concepts. This is more valuable to students' subsequent academic growth than a surface knowledge of English without a solid conceptual base. Cummins (1989) suggests that parents can best support their children's academic growth by speaking with them in their own language as much as possible.

Communication and interaction between the home and school is essential. Parents can share information about their children's attitudes, interests, experiences and language use outside the classroom to enable schools to better meet students' needs. Schools can inform parents about and invite parents to become involved in classroom activities. This will enable parents to reinforce at home, what is learned at school.

INSTRUCTIONAL PRINCIPLES

The strategies and learning activities selected for a classroom reflect the teacher's philosophy, or assumptions about language and learning. *Communication K-6 (English)* is based on the following theoretical assumptions, which can be translated into instructional principles:

THEORETICAL ASSUMPTIONS	INSTRUCTIONAL PRINCIPLES
1. Language learning is an active developmental process which occurs over time and through the use of language itself.	1. Students need time to internalize language by actively engaging in the processes of listening, speaking, reading, writing, viewing and representing.
2. The search for meaning is the core of every language experience.	2. Students need to make sense of their learning and need to focus on accomplishing their aims through activities that are purposeful from their point of view.
3. Language use is meaningful when it is functional and personally based for the user.	3. Students' personal language must be the focus from which their language is extended.
4. The language arts occur naturally in meaningful contexts for a specific purpose, for an intended audience.	4. Students need to experience a range of forms of listening, speaking, reading, writing,viewing and representing in authentic communicative situations.
5. The language arts flourish in literate, supportive, secure environments where language users are free to work towards their goals in a trial and error fashion.	5. Students need to be permitted and encouraged to experiment with language and must experience varied opportunities for language use.
6. Knowledge cannot be separated from the language that is used to express it.	6. Students need to use language to order and express content; similarly, all subject areas should supply the raw materials upon which language experiences are based.
7. Academic progress of second language learners will be enhanced by continuing to use and develop the first language.	7. In the classroom, students should be encouraged to use both their own language and the school language to describe and order their experiences.
8. Evaluation is an integral part of language learning.	8. Evaluation should be used as a means to refine language use, not as an end in itself. It should be an ongoing process employed by both students and teachers.

THE APPROACH

Language is best learned in real contexts with the conveying of meaning as the central focus. The whole is always greater than the sum of its parts; any examination of the fragments of language (words, sounds, sentences, phrases) is best done in the context of the whole text and of the real language and real experiences of the children. The philosophy upon which this curriculum is based supports a child-centered, integrated, process-oriented and culture-based approach to the teaching of language.

STUDENT-CENTERED

People learn language by using it. Students need to actively engage in the receptive processes (listening, reading and viewing) and the expressive processes (speaking, writing and representing) in real situations. Through these, they will expand upon the language base they have already built through their own experiences. Individual differences, particularly those of students on Individual Education Plans, must be accepted. The interests and needs of each student must be met, while allowing each student to progress at his or her own rate (Heald-Taylor, 1987). The focus should be the growth of each individual person. A student-centered approach puts students in control of their learning processes, with the power to decide when, how and why to use language (Goodman, 1986). The teacher becomes a facilitator, or guide, through learning.

CULTURE-BASED

To use a language effectively, one must be conscious of the culture to which the language is linked. But culture cannot be imposed; students must be familiarized gradually with the way people speak, think and do things in English. Authentic communicative situations permit students to experiment with and become accustomed to cultural idiosyncracies.

Non-verbal codes and symbols vary considerably from culture to culture, and can seriously interfere with communication. For example, while the owl in some cultures is a symbol of wisdom, it is the precursor of death in other cultures. Similarly, an Inuit student's raised eyebrows signify agreement rather than skepticism. Familiarity with these symbols and codes not only prevents miscommunication, but enables students to use the language figuratively.

It is equally essential for students who are learning English as a second language to be aware of their own culture. This knowledge can then be built upon and compared to what is learned about English culture. This recognition of their own culture helps students to build the self esteem necessary for successful school achievement. A student with a strong sense of his own culture will feel more secure in exploring a new culture.

INTEGRATED

Language Arts must be viewed as a whole; growth in any one area of the language arts reinforces and promotes growth in the other areas. There is no sequence of skills and no strand which necessarily must develop before the others. The receptive strands (listening, reading, viewing) and the expressive strands of language (speaking, writing, representing) are naturally intertwined in real, language experiences in everyday life. In the classroom, the teacher must ensure that the strands are not isolated, but blended in language activities.

Language experiences do not naturally occur divorced from content. Ideas are developed through combining prior knowledge with new experience; language is the tool used to order thinking and to make ideas concrete. Meanwhile, in confronting new experiences, students expand and enrich their language. This interactive process expands both language and thought.

In the classroom, the teacher must generate key experiences which are relevant, purposeful and meaningful to students by using content from other areas of the curriculum (mathematics, science, social studies, music, etc.) as the basis for language activities. This is especially important for students whose first language is not English, since the connection with content helps in building essential concepts in English, and in the transfer to English of concepts developed in the first language.

The Receptive Strands

To be effective participants in communication and to learn efficiently within the content areas, students must be able to understand what they hear, read or view by anticipating, reviewing, and providing feedback and encouragement to the communicator. All receptive experiences involve an active search for meaning. To make sense of what they hear, read or view, students must rely on their experiential, linguistic and thinking bases. Listening, reading and viewing are more effective when the content is familiar, and when students know the purposes of their activities.

The effectiveness of any communication depends upon an experience base shared by both communicator and receiver; students will comprehend more easily events and actions they themselves have experienced. Students' experience banks must be linked with the content before, and possibly during, the activity to ensure comprehension.

Listening

Language activities which emphasize the listening component rather than production can help students of English as a second language to acquire a broad understanding of the structures and vocabulary of the language. These need not be passive activities; students can respond with visual representations, or in another language, to receptive experiences in English.

Reading

Since reading is a search for meaning, learning to read from a primarily analytic, phonics base is inappropriate. Instead, phonic generalizations might be pointed out within the meaningful context of a story, song or poem after, rather than before, exposure to whole words and complete, meaningful thoughts. Reading taught holistically rather than by isolating sounds and letters, encourages the development of strategies to elicit meaning from print efficiently (Goodman, 1986). Phonics should be a tool to use to get meaning, not an end in itself.

While it is important for students to learn the language of everyday English conversation, it is also necessary for them to become familiar with the language of print. A wide variety of songs, poems and stories provide a richness in vocabulary and style beyond that of basal readers. Repeated exposure to these genres helps students to incorporate new vocabulary, language patterns, sounds and intonations into their banks of English language. Young readers should be exposed to authentic print documents, ie. print or literature created for a purpose other than to teach, so that they view reading as an integral part of their lives, rather than as simply an in-school activity.

Viewing

Many students spend considerable time watching television, as do their adult models. Today's students will form many of their opinions based on information received visually. It is important to develop critical viewing skills in order to determine how purpose and audience affect the communication, and to understand that there may be subliminal messages involved.

As well as film, television and art, viewing includes our perceptions of our environment and non-verbal cues in the communication process. Body language can convey meaning, emphasizing or contradicting the words that are actually spoken. Because this non-verbal communication differs from culture to culture, students whose first language is not English must be exposed to this visual aspect of the English language in natural contexts, and be given opportunities to experiment with and practice the gestures used by English speakers.

Viewing supports other language strands comfortably as a part of prewriting or prereading activities, as a stimulus to talk and discussion, or as a means of extending a reading selection. As with literature, viewing can expand a student's experiences vicariously, create the need for new language, and develop new thought.

The Expressive Strands

Students acquire knowledge as they live and interact with people in trying to make sense of their world. In order to think about things that are absent and to exchange ideas with other people, students need to be able to conceptualize and express their knowledge.

Students are able to conceptualize objects, actions and events through mental images, other objects, creative movement, role playing, art forms, symbols such as numbers, and the use of oral and written language. As they continue to develop and refine their ability to represent knowledge, they become more able to use language as a tool for expressing this knowledge. However, they continue to need many opportunities to represent their thinking in concrete forms such as drama, art, music and construction with manipulative materials.

Elementary school students experience two major categories of expression: symbolic imaging, and representation through oral and written language. For the purposes of this curriculum, the term "representing" will refer to symbolic imaging, while oral and written representation will be identified by the familiar terms "speaking" and "writing".

Representing

Students try to symbolize the real, physical world through play and through the arts. By doing this they relate their external world of reality to their internal world of past experiences, knowledge, conceptual organization and powers of interpretation. New experiences are linked to old ones so that their minds absorb new information and their knowledge expands.

During the early primary years, students tend to order their world through physical actions relying on direct contact with three-dimensional materials. This type of representation includes imitation, dramatic play, puppetry, construction with clay, sand or blocks, dance, music, responsive movement, etc. Elementary students soon become able to use indirect symbolic representations which resemble the concrete, but use two dimensions. These might include drawing, painting, collage, gestures, tally marks, etc.

At the same time, students are beginning to develop the ability to efficiently use abstract representations, such as writing, where symbols bear no direct resemblance to the concept they represent. Though students increasingly represent their ideas in written language as their reading and writing processes develop, imaging experiences should continue at all levels, and might include creative dramatics, dramatic play, role playing, creative rhythmic movement, puppetry, imitation, or constructing two- and three-dimensional models.

Speaking

In non-school learning, talk is embedded in experience and is used to construct, organize, control and express our representation of experiences. The same should hold true in school: talk should accompany

school learning experiences. Through talk in their own personal dialects, students make sense of their experience and develop a base upon which to build new concepts.

Communication K-6 (English) provides many opportunities for students to speak. For example, students can, through discussion, be helped to recall what they already know about a topic before reading. Applying this knowledge to the reading selection is what reading comprehension is all about. Similarly, students offer or elicit verbal feedback to writing at various stages in the process.

The primary role of teachers in speech development is in encouraging students to expand and elaborate their talk and to explore new areas of experience and learning. This exploratory talk, used to organize, classify and plan, is naturally imbedded in experience, and should be allowed to flourish in the classroom. Through this talk, teachers can come to know their students, and how they think, feel, learn and function.

While talk is important in preparation for reading, writing and viewing, and in responding to classroom experiences, it should not be forced. Students, especially second language learners, must be given time to internalize concepts and the language used to express those concepts, before they can comfortably discuss them.

Writing

Writing is a process of clarifying and organizing one's ideas for oneself and of subsequently representing those ideas with written symbols. As with reading, the focus in writing is communicating the message. The amount of information or detail included in any writing is therefore whatever is necessary to have the writing make sense to the intended audience. Students grow through various developmental stages in writing, but in each, the emphasis should be on the communicative process.

Recent research on spelling suggests that learning to spell, like learning to speak, is a developmental process (Forester, 1980). Errors in spelling must be accepted as approximations to adult standards, or attempts to gain control over standard phonic generalizations. With repeated

exposure to print in English, students refine their spelling as they compare their writing to what they read, and as they remember the visual patterns of words. With emphasis on the conveying of meaning, spelling becomes a means of ensuring that one's intended meaning is clearly understood by the reader.

PROCESS-ORIENTED

Language is not static. Every communicative experience involves making connections to prior experiences, applying known strategies to new situations, and reflecting, revising or reconstructing meaning. Classroom language experiences should reflect this process and incorporate the following stages:

Preparation

- involves students in the topic
- makes students aware of what they already know, and fills any gaps in their knowledge.
- establishes a purpose for the language experience
- leads students to anticipate and predict what they will hear, read or see, or to generate and order ideas about what they want to say, write or represent visually.

Students must have the opportunity for expressing what they already know about a topic, and for raising questions. Preparatory activities might include discussing the students' prior direct or vicarious experiences, listening to tapes or films, participating in simulation games or role-plays, or direct involvement in experiments, field-trips, demonstrations, etc.

Application

Once a secure understanding of background and a purpose have been established, students can apply their language strategies to the new situation. Whether they are receiving a communication, or are themselves the communicators, students should be actively involved

in constructing meaning. This might necessitate a break during the activity to compare the content to what they had discussed during preparatory activities. Students can then ask questions or discuss to confirm, question, predict and express enjoyment. This confirming or rejecting of possible meanings is an important strategy that students should eventually begin to attempt on their own.

Not all language activities will need to go further in the process. For example, if the purpose of a writing activity is to publish or to share, revision and editing might be necessary. If the purpose is more personal, a student may wish to stop at this stage of the process.

Reflection/Extension Stage

Both during and after a language activity, students can reinforce what they have experienced by

- discussing the ideas in groups
- imagining themselves in similar situations
- making something
- solving a problem
- conducting an investigation on the same or a related topic
- writing a response
- dramatizing the ideas

This personal response helps students to incorporate the experience into their own banks of knowledge, from which they will again extend knowledge or language in the future.

Depending on the purpose of the particular activity, the reflection process might be expanded to extend the learning in various ways. Students might draw, construct or dramatize, or take a piece of writing through the following process:

a. Revising

Here a student reshapes, refines and reorganizes his or her ideas. The writer rereads his writing, and then responds to the content as a reader.

This personal confrontation with the writing leads the student to make his or her own revisions.

b. Editing

Editing is viewing the writing again from the point of view of the reader, and making changes to the surface features or stylistic features of the work, with the potential audience in mind. Students often appreciate getting a peer's point of view at this stage.

c. Sharing

Sharing is the presentation of the finished work to an audience for a response. Teachers should promote the use of audiences other than themselves to encourage students to take the risk of writing to the expectations of someone other than the teacher/evaluator.

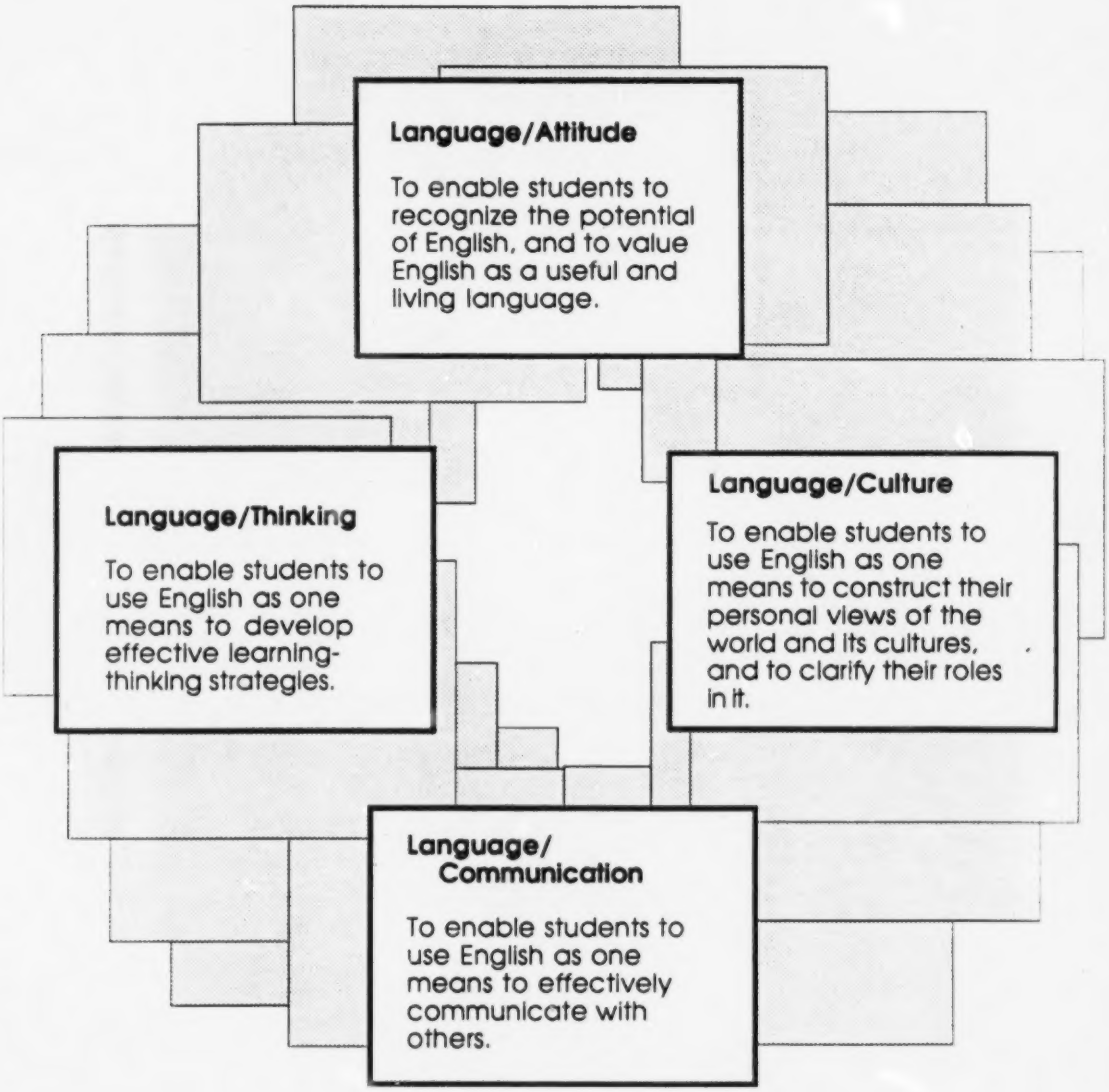
"Celebrating" writing involves sharing with a larger audience which can respond and show appreciation. This could include publishing, reading the writing aloud and inviting appropriate responses, or making bulletin board displays of writing. This again reinforces to the student that he or she is indeed a capable and competent language user.

It is important to remember that students will not necessarily use all stages of this process all the time. The choice to reflect, revise or publish will depend upon the purpose and audience for the writing, and on the maturity of the language user.

THE CURRICULUM

Communication K-6 (English) has been developed to lead students to use English as one means of shaping and effectively expressing their ideas and feelings, and of understanding the ideas and feelings of others. Based on the goals of the curriculum and derived from the Major Understandings about language learning, Key Learning Experiences encourage students to communicate in English through both the Expressive Modes (speaking, writing and representing), and the Receptive Modes (listening, reading, and viewing).

THE GOALS


Language/Attitude
To enable students to recognize the potential of English, and to value English as a useful and living language.
Language/Thinking
To enable students to use English as one means to develop effective learning-thinking strategies.
Language/Culture
To enable students to use English as one means to construct their personal views of the world and its cultures, and to clarify their roles in it.
Language/ Communication
To enable students to use English as one means to effectively communicate with others.

APPLYING THE CURRICULUM

While it is understood that grouping students by grade is very often a necessity of present school administrative procedure, we must, at the same time, respect the continuum of language growth if the goals of the curriculum are to be successfully addressed. Because students in the NWT range widely in age and experience with the English language, recognition of this continuum is especially important.

The curriculum is organized around four goals, and the major understandings derived from these goals. Key learning experiences are suggested as means to achieve major understandings, and thereby the goals.

All goals and major understandings should be addressed during each grade or grouping, but it is not intended that teachers use the major understandings and key experiences in the order in which they are presented in this guide. Because language is developmental, the sequence of learning experiences will be determined by the needs of the students.

Foci, therefore, will vary across the NWT, depending on students' experience with the English language outside of the classroom. This flexiblility of foci and timeframes will permit Regions/Boards to plan programs which reflect the language development and address the specific language needs of students in their particular jurisdictions.

RECEPTIVE MODES

MAJOR UNDERSTANDING	KEY EXPERIENCES
LIFELONG READING, LISTENING AND VIEWING FOR ENJOYMENT, APPRECIATION AND INFORMATION IS IMPORTANT TO THE WELL-BEING OF THE INDIVIDUAL.	• Listening, reading silently, and viewing daily. • Choosing to listen, read or view in free time. • Listening to, reading or viewing a wide variety of materials or events for various purposes. These purposes might include gathering information, forming sensory images, or enjoyment. • Listening to, reading and viewing a variety of material from different genres. These might include stories, poems, plays, current events, documentaries, advertisements, non-fiction, content material, magazines, newspapers, artwork, mime, jokes, student writing, letters, posters, slides, filmstrips, television, films, videos, community and cultural events and traditions, etc. • Listening to, reading and viewing communication used in a variety of settings such as home, office, school, playground. • Reacting to the sounds of language. This might include focus on rhythm, rhyme, onomatopoeia, etc. • Experiencing a print-rich classroom and school environment.
AUTHORS, SPEAKERS AND ARTISTS USE DIFFERENT FORMS OF COMMUNICATION AND MEDIA TO CONVEY THEIR MESSAGES.	• Listening to, reading or viewing a wide variety of materials or events for various purposes. These purposes might include gathering information, forming sensory images, or enjoyment. • Listening to, reading and viewing a variety of material from different genres. These might include stories, poems, plays, current events, documentaries, advertisements, non-fiction, content material, magazines, newspapers, artwork, mime, jokes, student writing, letters, posters, slides, filmstrips, television, films, videos, community and cultural events and traditions, etc. • Responding to a communication in terms of the author's, speaker's or artist's choice of language and content. • Using telephones, microphones, computers and other transmitting and recording devices. • Responding to a communicator's intent and purpose. • Responding to patterns of organization, for example, sequence or cause and effect, in a communication. • Responding to similarities and differences in language registers (formal, informal, colloquial).

RECEPTIVE MODES

MAJOR UNDERSTANDING	KEY EXPERIENCES
READING, LISTENING AND VIEWING ARE ACTIVE PROCESSES THAT INVOLVE CONSTRUCTING MEANING WITHIN A RELEVANT CONTEXT.	• Listening to, reading about or viewing experiences, feelings, reactions in a variety of situations. • Listening to, reading and viewing purposeful communication used in authentic settings. These might include home, office, school, playground, the natural environment, etc. • Generating one's own questions. • Predicting meaning. This might include predicting content and vocabulary from context, genre, title, illustrations, etc. • Confirming and disconfirming meaning. This might include self-correcting words that do not make sense or do not sound right, using phonics cues to confirm predictions based on context, etc. • Following directions. • Formulating questions, statements, comments. • Listening, reading and viewing to extend, verify and clarify knowledge.
CONNECTING NEW LEARNING WITH STUDENTS' PREVIOUS EXPERIENCES IN A VARIETY OF WAYS IS A PREREQUISITE FOR COMPREHENDING WHAT THEY SEE, HEAR OR READ.	• Sharing personal experiences and book experiences with others. • Brainstorming, collecting and connecting information. • Distinguishing what is known from what is not known. • Playing with ideas. • Formulating questions to clarify and expand ideas. • Classifying ideas. • Hypothesizing. • Predicting meaning. • Predicting outcomes from language cues and story conventions. • Accommodating, assimilating and integrating ideas. • Drawing conclusions by using pertinent evidence.
UNDERSTANDING DEPENDS UPON THE USE OF A VARIETY OF STRATEGIES APPLIED DURING LISTENING, READING OR VIEWING.	• Locating, organizing and using information. • Adjusting level of attention appropriately when listening, reading or viewing. • Adjusting rate of reading to match the purpose and difficulty of the text. • Recording and reporting. • Organizing stories and incidents. • Organizing content information. • Responding to patterns of organization, sequence, cause and effect in a communication. • Relating new communications to previous personal experiences. • Hypothesizing. • Predicting meaning. • Confirming and disconfirming meaning. • Noticing when comprehension is disrupted or lost. • Predicting outcomes from language cues, story conventions, etc. • Drawing conclusions by using pertinent evidence. • Making reasoned inferences and critical judgments about a communication. • Using self-monitoring techniques to evaluate personal comprehension.

RECEPTIVE MODES

MAJOR UNDERSTANDING	KEY EXPERIENCES
RESPONDING TO AND REFLECTING UPON WHAT STUDENTS HAVE HEARD, SEEN OR READ CONSOLIDATES LEARNING AND ENCOURAGES CRITICAL AND CREATIVE THINKING.	• Locating, organizing and using information. • Recording and reporting. • Describing images created by the speaker, musician, author or visual artist. • Responding and reacting to the communications of others. This might include responding to the communicator's intent and purpose, to patterns of organization, to similarities and differences in language register, to persuasive techniques, etc. • Sharing reactions and book experiences with others. • Organizing stories, incidents, and content information. • Detecting mood, emotion and intent in a communication. • Determining the value and meaning in a communication. • Generating criteria from one's own experience to determine what makes an effective communication or process. • Making reasoned inferences and critical judgments. • Predicting outcomes from language cues, story conventions, etc. • Drawing conclusions by using pertinent evidence.
LISTENING TO, READING AND VIEWING THE COMMUNICATION OF OTHERS ENABLES INDIVIDUALS TO UNDERSTAND THEIR OWN FEELINGS AND IDEAS, AND THOSE OF OTHERS.	• Discovering and expressing one's own values, thoughts and feelings related to a given communication. This might include talking about books, music, art or about a specific topic, explaining processes, paraphrasing messages,etc. • Detecting mood, emotion and intent. • Identifying and responding to the feelings and ideas of others in a given communication. • Comparing one's own response with those of others. • Communicating with people from their own and other cultures. These might be elders, parents, community leaders, or persons reporting cultural or community events. • Thoughtfully considering the responses of others to a given communication. • Identifying themes in communications, and relating them to personal experiences. • Participating in various forms of cultural activities.

EXPRESSIVE MODES

MAJOR UNDERSTANDING	KEY EXPERIENCES
PERSONAL ENJOYMENT AND SATISFACTION IN WRITING, SPEAKING AND REPRESENTING DEVELOP THROUGH BEING INVOLVED IN MEANINGFUL LANGUAGE EXPERIENCES.	• Writing, speaking and representing daily. • Choosing to write, speak or represent in free time. • Writing, speaking or representing in response to personal experiences. • Using writing, speaking and representing in real situations. These might include diaries, journals, lists, notes, letters, conversations, questions, etc. • Using writing, speaking and representing for authentic purposes. These might include recording, reporting, personal reflection, expressing feelings, entertaining, persuading, conveying information, etc. • Creating, telling or representing stories and songs by modelling the traditional and the contemporary.
EFFECTIVE COMMUNICATION DEPENDS UPON THE ABILITY TO SELECT APPROPRIATE COMMUNICATION STRATEGIES IN A VARIETY OF SITUATIONS, FORMS AND CONTEXTS.	• Using language in a variety of situations. These might include field trips, interviews, puppetry, simulations, drama, written communications, computer communications, telephone conversations, etc. • Communicating to a variety of real audiences. These might include teachers, peers, self, family, older or younger persons, pen pals, Elders, community figures, unknown audiences., etc. • Exploring ways to interact with others determined by the situation. These might include conversing, rehearsing, discussing, generating, hypothesizing, chanting, rhyming, reciting, storytelling, modelling, dramatizing, reporting, experimenting, interviewing, recording, reporting, generalizing, etc. • Communicating for personal purposes. These might include diaries, journals, lists, notes, letters, greeting cards, invitations, telegrams, stories, etc. • Using conventions of print that are appropriate developmentally, and to the purpose, situation and audience. • Experimenting with and exploring different styles of communicating ideas, information, or feelings. • Creating responses to community/cultural events, cultural literature, oral stories, songs, etc. • Asking questions, making requests, giving instructions, telling stories, describing experiences. • Talking about books or about a specific topic, explaining processes, paraphrasing messages.
SPEAKING, WRITING AND REPRESENTING ARE ACTIVE PROCESSES THAT INVOLVE EXPRESSING MEANING THROUGH PURPOSEFUL ACTIVITIES.	• Improvising or role playing imagined situations. • Using facial expressions and body language to communicate emotions and messages. • Responding to personal experiences. • Contributing to group discussions, group planning and decision making. • Participating in formal and informal activities. These might involve: retelling, informing, explaining, persuading, hypothesizing, experimenting, decision making, etc. • Reporting on community occurrences through role playing, formal reports, interviews, etc. • Setting one's own specific purposes for a communication.

EXPRESSIVE MODES

MAJOR UNDERSTANDING	KEY EXPERIENCES
EXPLORATORY TALK, WRITING AND REPRESENTING ARE NECESSARY FOR SHAPING IDEAS AND EXPRESSING FEELINGS.	• Participating in productive thinking aloud experiences. • Brainstorming, collecting and connecting information. • Playing with ideas. • Formulating questions to clarify and expand ideas. • Generalizing ideas. • Asking questions. • Expressing thoughts, feelings and opinions through discussion, or personal writing such as diaries, journals, learning logs, lists, notes, letters, etc. • Discovering what one values through exploratory talk, writing or representation. • Discovering one's thoughts and feelings about a given communication.
GENERATING IDEAS AND CONNECTING WITH PRIOR EXPERIENCES ARE PREREQUISITES TO WRITING, SPEAKING OR REPRESENTING THOSE IDEAS.	• Brainstorming, collecting and connecting information. • Playing with ideas. • Exploring personal attitudes and beliefs. • Formulating questions to clarify and expand ideas. These questions might include, "What do listeners/readers/viewers need to know about what I know?", "What are the most important things that have happened to me?", etc. • Drafting to discover what one wants to say. • Talking about books or about a specific topic, explaining processes, paraphrasing messages.
THE PURPOSE OF WRITING AND THE INTENDED AUDIENCE DETERMINE THE REVISION STRATEGIES.	• Drafting to discover what one wants to say. • Assessing communication in terms of audience, message, context or situation. • Formulating questions to clarify and expand ideas. These questions might include: "Are the ideas complete thoughts?", "Are they understandable and clear?", "Are the ideas interesting and appropriate for the audience?", etc. • Participating as a responsive audience in the revising of one's own work and the work of others.
AUDIENCE RESPONSE TO WRITING, SPEAKING AND REPRESENTING AFFIRMS THE INDIVIDUAL'S IDENTITY AS A WRITER, SPEAKER OR ARTIST.	• Writing, speaking or representing for varied audiences, including oneself. • Responding to the communication of others. • Determining the value and meaning of one's own communications and those of others. • Sharing with others and discussing the content and/or clarity of what has been communicated. • Seeking and responding to the feedback of others. • Adjusting language choice and form of communication to audience, purpose and situation.

EXPRESSIVE MODES

MAJOR UNDERSTANDING	KEY EXPERIENCES
SPEAKING, WRITING AND REPRESENTING COOPERATIVELY AND INDIVIDUALLY ENABLE STUDENTS TO EXPRESS THEIR FEELINGS AND TO DEVELOP NEW IDEAS.	• Expressing oneself orally, visually and in writing. • Personal writing. This might include diaries, journals, lists, notes, letters, etc. • Discovering one's thoughts and feelings about a given communication. • Determining the validity of one's own expression by reflecting on responses of others. • Communicating about one's own real life experiences. • Expressing and sharing one's own values and feelings. This might be through drama, writing, oral or visual communication, etc. • Interpreting values and feelings of others. This might be through role play, writing, oral or visual communication, etc. • Using facial expressions and body language to communicate emotions and messages. • Expressing and supporting opinions, and accepting and responding to opinions of others. This could take the form of group discussions, peer editing, peer coaching, etc. • Choosing to work with a partner. • Choosing to work with a group.

IN THE CLASSROOM

Elementary students are constantly busy, actively exploring and naturally interacting with the world around them. In the classroom, this enthusiasm must be supported and encouraged through appropriate activities, interactions and environment. As active learners, integrally involved in planning the course of their learning in supportive classrooms, our students can develop the strategies to become lifelong learners.

CLASSROOM ENVIRONMENT

Any classroom environment should encourage students to experiment with language, to use their own language flexibly, creatively and appropriately in all types of situations. A supportive classroom environment should:

1. *confirm students' trust in themselves as competent language learners and users.*

2. *encourage students to take risks and use a variety of problem solving strategies to make sense of their world.*

3. *enable students to choose to listen, read, view, speak, write, and represent voluntarily, and to become curious and inquiring language users*

A classroom must be filled with language in all strands in all forms. Rich, stimulating literature to be read to and by students should be readily available in the classroom or school library to prompt further language activities, as should print materials other than books (labels, signs, forms, instructions, newspapers, magazines, posters). This immersion in print is especially important where students come from homes where print material is not abundant. In addition to a print collection, a library should make available audio and video tapes, slides, maps, globes, filmstrips, picture files and computer software. Real objects such as models, dolls, art, toys, costumes and tools also have an important place in the school as aids to learning about real life.

Oral communication should be evident in a classroom, as students discuss during cooperative learning activities, dictate stories and experiment with language. Materials for writing should be easily accessible, as writing should be occurring daily in a variety of forms. Student writing and illustrations displayed throughout the area will help to raise students' opinions of themselves as competent language users.

As content areas become integrated with language activities, the entire school day fills with language experiences. Themes are sometimes useful in organizing the classroom program. Whether suggested by the teacher or by students, themes must always be flexible enough to

incorporate students' interests, needs or enthusiasm. Themes will vary in the extent to which they are developed and in the time that they remain fresh and profitable. Through continuous observation and interaction with the students, teachers learn when change of direction is necessary.

COOPERATIVE LEARNING

The focus in a classroom should be personal growth of individual students. Rather than be compared with one another, students should be encouraged to work together to find solutions and to accomplish the tasks they set for themselves. This is much more reflective of most aspects of the adult world, where people work as committees, staffs, teams, or crews to cooperatively reach certain ends. Students should be encouraged to learn from each other, and to use their strengths to help themselves and others.

Collaborative learning can be facilitated by flexible grouping arrangements within the class. Groups can be organized to meet specific instructional needs, or to satisfy the common interests of certain students. The size of groups can vary from the entire class to as few as two students. There will be times when students will choose to work individually, or when tasks require private reflection rather than group attention. Classroom organization should have built-in flexibility, to enable change as interests shift or as the instructional needs of students are met.

To organize a classroom to facilitate groupwork or cooperative learning, both time and space must be considered. Large blocks of time set aside for language-related activities allow students to proceed through their tasks at their individual rates. This open time frame also allows students time to build on ideas or to take new directions.

Groupwork is facilitated if variations in the physical organization of the classroom are possible. Movable desks, chairs or tables lend themselves to ad hoc groupings. Activity or interest centres accommodate small groups or individuals; centres can be modified, moved, or completely changed as needed. Centres could include a book centre, writing centre,

art centre, media centre, and others depending on the age and interests of the students.

Cooperative learning flourishes in a warm and supportive environment, where students feel uninhibited about sharing what might be only the beginning of an idea, but could be the basis upon which others can be built.

ROLES IN LANGUAGE LEARNING

Effective learning involves teachers, parents and students interacting as a team, and working as partners in learning activities. Teachers do not direct students from a distance, but participate actively in a variety of roles, whether as consultants, sympathetic listeners, or supportive associates. Planning of activities is shared with students, so that students feel they have a vested interest in the experiences. This helps to build in children the ability to make choices and decisions, and to evaluate these choices and decisions (Braun and Goepfert, 1989).

When using a student-centered, process-oriented, integrated approach the teacher becomes a facilitator of learning, rather than a purveyor of knowledge. Teachers work to create and maintain a positive and secure learning environment, acting as guides through learning until the students feel they can proceed alone. The evaluative role of a teacher is in gathering information about a student or group of students, in order to help them to build on what they already know.

To encourage students to become actively involved in all language activities, teachers and classroom assistants model various forms of language in natural contexts, providing developmentally appropriate activities which invite the students to explore language. Because risk taking and experimentation are part of the natural learning process, errors are accepted as a natural part of the developmental process. Ultimately, this view of errors will build success and self esteem within the student and will foster self-correction and independence in each language learner.

Parents also provide a model for language learning. Whether in English or another language, parents give instructions, discuss events, and tell stories to their children. This aids students in learning that language is one way of making sense of the world. While supporting what is done at school is an important parental role, more signficant yet is the information parents can provide to teachers about the student, his/her interests and accomplishments. Learning is not restricted to the classroom; development in language is ongoing, and the indicators of such development may surface at any time. It is important for parents to understand the language learning process and, along with the teacher and classroom assistant, monitor their children's growth.

The most significant people in the classroom are the students themselves. While teachers and parents act as models of language use and can facilitate and monitor language learning, it is the students who have the active responsibility to learn. They make choices and decisions about their learning, and are able to provide valuable information to the teacher about the processes they are following. Students can share their knowledge and experiences, learning from each other. With guidance in a secure and supportive environment, students are able to set personal goals and work towards achieving them.

EVALUATION

Evaluation is the process of ascertaining the extent to which children are receiving benefit from their experiences in language arts; this evaluation of student progress must be an integral part of language experiences in the classroom. One of the chief functions of evaluation is to measure the achievement of the individual students to determine in which areas they have acquired competence, to identify their present needs, and to determine which experiences were useful in promoting their growth. Evaluation leads to decisions regarding changes within the classroom program to meet the identified student needs.

Because the purpose of evaluation is not to prove, but to improve, the methods of evaluation must support and encourage learning. Rather than being a means of classifying students' work, errors become sources of information about what the students are trying to do with language, and a guide to future activities to support students' efforts. (Nova Scotia 1986)

PRINCIPLES OF STUDENT EVALUATION

To be effective, evaluation must be consistent with the goals and philosophy of the curriculum. The following principles of evaluation have been derived from the philosophy of *Communication K-6 (English)*:

1. *Evaluation must be continuous. Some form of assessment should be taking place daily as an integral part of teaching and learning.*

2. *Evaluation must involve both the student and the teacher. The subjective viewpoints and impressions of both must be considered valid and informative data.*

3. *Evaluation must be student referenced, not norm-referenced. In a developmental process, the focus should be on what an individual student can do.*

4. *Evaluation must be approached as a learning situation. The teacher and student receive information which must be used to determine future direction and activities.*

5. *Information important to the evaluation of growth in language can and should be obtained by observation in other areas of the curriculum.*

6. *Evaluation aids decision making. The results may support changes in:*
   - *types of strategies and activities*
   - *learning materials*
   - *types of groupings used*

Evaluation of holistic learning is very different from evaluation of a skills approach. It is necessary to look at the process through which learning took place, as well as what was learned. The focus is on how the students are handling the process, rather than on the mastery of discrete skills. The product cannot be examined without looking at the process by which it was created.

EVALUATION STRATEGIES

When following a student-centered, integrated, process-oriented approach, observation becomes a vital tool of evaluation. The main functions of observation are to identify how students are using the strategies they are learning, and to help plan activities to meet the needs of these students. The focus should be on observing the student's use of language in a wide variety of authentic language situations, rather than on testing for isolated knowledge of skills in contrived exercises.

Observation is ongoing. Teachers may record observations through anecdotal comments, or through more formal samplings within a specified time limit recorded on a checklist or observation sheet. Students can be observed individually or in groups, to determine their individual strengths and weaknesses as well as to determine how they relate to others. Observations provide information about children's attitudes and approaches to learning, their levels of self-confidence and interest, the quality and quantity of oral and written communication, their social and leadership skills and their ability to transfer learning to new situations.

With observation as the base of the evaluation system, it is possible to centre judgments on the achievement of the individual student. This is preferable to relying on external sources, such as norm-referenced tests, as prime indicators of growth. Teachers must be trained in observation and trusted to use sound judgment in evaluation and in providing suitable instruction for their students. Regular observation over time permits the examination of patterns and trends in students' behaviour, rather than isolated samples of behaviour as obtained through occasional testing.

SELF EVALUATION

Students, too, can and should be involved in the evaluation process. They should be made aware of which strategies are working for them; teacher observations may be a springboard for discussions. Students can also offer valuable information about what they do with ease, what they

find more difficult, or what their current interests might be. Since the ultimate end of effective language teaching and learning is the ability to work independently and evaluate oneself, teachers must interact with students to help them to see their language strengths, weaknesses and areas of growth.

Student-teacher conferencing, whether formal or informal, should take place regularly. Points of discussion could be recorded in a special conference log, in anecdotal records, or in the student's learning log.

TESTING

While teacher-made tests have some legitimate uses, they should not be given more credence than the teacher's day to day observations. Tests are only one indicator of achievement at one particular time in an isolated situation. In a testing situation, it is somewhat difficult to provide a meaningful context in which students can apply their language skills. If the purpose in learning language is to use it in authentic situations to communicate meaning, it would be incongruous to test skills in isolation. Methods of evaluation must reflect both the objectives they are intended to measure and the process by which the skills have been learned; they must be sufficiently flexible to allow for adaptation to students' differences, especially those of students who require Individual Education Plans.

COLLECTING INFORMATION

Methods of collecting or storing information about students vary among teachers. These might include writing folders or writing scrapbooks, reading folders or reading logs, audiotapes, videotapes, anecdotal folders or charts, and checklists. Any of these can be very effective, as long as they are not relied upon exclusively. Evaluation involves taking a comprehensive look at each student's overall achievements.

REPORTING GROWTH

A major responsibility of the school is to inform parents of their children's progress. Though letter grades, grade equivalents, and percentages have been widely used with a skills model, they do not necessarily describe the growth of any individual student. Parents require information about language development and the processes involved; they need to be informed about how their children are using the processes and what their children can do with language. At the same time, teachers can benefit from information about their students' interests and attitudes outside the classroom.

Anecdotal reports can be a very effective means of reporting to parents. Rather than comparative grades, these include meaningful descriptions of what the student can do well, what strategies he/she is beginning to experiment with, and what might be expected in the future. Anecdotal reports can be formal or informal, depending on the situation and purpose of reporting.

A very effective way of sharing information is through a parent-teacher conference. A true exchange of information can take place: the teacher describes the student's experiences and growth at school, while the parent can contribute valuable information about the student's life outside of school. As a supplement to parent-teacher conferencing, a dialogue journal between parents and teachers can convey information in a less formal way than report cards. Any type of reporting to parents is made more effective by maintaining contact with them throughout the school year. In communities where parents speak another language, special consideration must be given to finding meaningful ways to include them in the processes of reporting in and out.

IMPLEMENTATION

While the centre of most educational activity is undoubtedly the classroom, there are many other stakeholders with important roles to play in the process of implementing a curriculum. Because of their knowledge of students and their program needs, classroom teachers have obvious responsibilities in curriculum implementation, but support and coordination are also required from the Department of Education, Divisional Boards of Education, Local Education Authorities, and parents. Principals, as program leaders, are key players in the coordination of curriculum implementation. All stakeholders must be well-informed about the curriculum and the process of implementation, and be prepared to work together as a team to put the curriculum into action so as to best benefit students.

FACTORS FOR CONSIDERATION

The ultimate goal of any curriculum implementation process is to improve student learning. The Department of Education, Divisional Boards, schools and individuals must develop the capacity to process innovations and revisions. Educators who are knowledgeable about implementation processes are more likely to effect successful change.

The effectiveness of any implementation process depends upon a number of factors:

* Successful implementation requires the commitment and involvement of stakeholders; all members of the school board and school staffs must be inserviced, as well as parents. Each stakeholder has to examine the implications of the innovation for his/her role in the education process. The more involvement there is of the various stakeholders in the decisions required, the more likelihood there is for successful implementation.

* To be implemented successfully, a curriculum should meet people's perceived needs. These needs must be identified before the curriculum can be effectively implemented.

* Implementation is a process, not an event, which occurs over a long period of time. All factors must be continually addressed. Stages in the implementation process include:

  Orientation
  - identifying the current practices and consider what might be done to facilitate a positive attitude toward the change.
  - encouraging stakeholders to study goals, philosophy, rationale, support materials
  - making a commitment to begin

  Management
  - planning, considering involvement of key participants, scheduling, guidelines, budgeting for resources, inservice, reporting, phasing in
  - begin using selected portions of the curriculum, identifying training needs, in-depth inservicing, etc.

Adoption and Early Use

- sharing strategies and resources to keep up to date and "fresh" in approach
- matching planning and outcomes
- monitoring: continual observation and collection of data reflecting growth, success, weaknesses

Adaptation and Modification

- continued monitoring of the implementation process, of student progress, and of curriculum/program strengths and weaknesses
- refining to better meet local needs

Evaluation

- designed to suit local or Regional/Board needs
- providing a system-wide overview of how well the program has met the needs of students

* Implementation is a process of professional development and growth. Ongoing interaction, positive feedback and assistance are essential. Examples of mutual support within a school or between schools or regions might include networking, peer coaching, newsletters, iNet communications, conference calls, FAX communications, etc.

* Implementation is a process of clarification whereby individuals and groups come to understand and practice a change in attitudes and behaviours; this often involves using new resources. Any change requires effort and produces a certain amount of anxiety; to minimize these, it is useful to organize implementation into manageable events and to set achievable goals.

* Planning at the school and Divisional Board level is necessary if all factors are to be addressed. Developing and using a plan is itself an implementation issue. The plan, however, is only a means to an end; it must have built-in flexibility to suit changing situations and needs. People learn to use and modify plans over a period of time.

* Implementation requires human resources, financial resources and time allocations within the school day and the school year. For example, effective implementation might necessitate freeing teachers, principals or classroom assistants for implementation or planning activities by covering classes or hiring substitute teachers.

* Successful implementation requires a supportive atmosphere in which there is trust and open communication between educators, and where risk-taking is encouraged. A problem-solving approach facilitates staff involvement and experimentation.

* Principals are key to the success of the implementation process in a school. They require in-depth knowledge of the planned change and of the implementation process. They must be committed to the change and be able to employ a variety of leadership strategies to meet the needs of teachers. These strategies might include:
  - being accessible and openly willing to communicate with others involved in the process
  - building on the strengths available in the staff
  - providing professional development opportunities for staff
  - providing outside expertise when required
  - being willing to take risks
  - being positive about the planned change and using this optimism to motivate others

RESPONSIBILITIES OF THE DEPARTMENT OF EDUCATION

The responsibilities of the Department of Education in the implementation of new curricula are as follows:

* developing curricula and curriculum support documents with input from Regional/Board educators

* introducing curricula and related support documents to a team at the Regional/Board level

* assisting Regional/Board teams to develop an implementation plan

* in the case of small Regions/Boards, when required, assisting the board team to find ways of meeting the needs identified in the implementation plan

* assisting the Region/Board team with the monitoring of the implementation of the curriculum

* providing a means for inter-regional networking

* monitoring and evaluating the implementation of the curriculum and the appropriateness of the curriculum in meeting students needs and improving student achievement.

RESPONSIBILITIES OF THE REGION/BOARD

While there are many examples of approaches a Region/Board might use to implement a curriculum, the following responsibilities must be addressed:

* accepting responsibility for implementing a curriculum. The most successful approach has been to establish a team to set the direction and actualize the implementation process. This team should include the following:
  - Director/Superintendent - to provide leadership and decision-making at the Regional/Board level
  - consultant - to provide overview of curricular concerns in various communities and classrooms
  - principal - to provide the viewpoint of an instructional leader who is aware of school-based needs and concerns.
  - classroom teacher - to provide the perspective of educators who relate most closely with students and are aware of day to day curricular needs
  - parent/board member - to provide a perspective on the non-curricular issues involved in implementation and provide support and understanding for the students outside of school.

  A team approach provides a broader vision for implementation, and a greater likelihood that, despite personnel changes, the process will continue.

* planning for implementation, for both the short term and the long term.

  Short term planning should include:
  - budgeting for classroom resources, workshop materials, supply teachers, training personnel, travel, etc.
  - time for retraining, learning, sharing with colleagues, sharing with parents, etc.

  Long term planning should include:
  - maintaining a liaison with the initiatives of NWT Education and other regional and government departments
  - orienting and updating prinicipals and staff on curricular and implementation issues
  - examining strategies to be used for student and program evaluation
  - monitoring curriculum implementation
    - preparing personnel
    - involving parents in the process
    - interpreting and publicizing data collected

* determining the specific responsibilities and supporting the efforts of other stakeholders in the process, ie. parents, LEAs, teachers, etc.

* developing program materials based on the curriculum and suitable to the specific needs of the Region/Board. Certain aspects of program development might be further delegated to the school or to the classroom teacher. Program might include specification of content, methodology or activities, teaching/learning materials for classroom use by teachers or students, sample teaching units, support documents clarifying the focus taken by the Region/Board in implementation, etc.

REFERENCE MATERIAL

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GLOSSARY OF LANGUAGE TERMS

Colloquialism

A word or phrase peculiar to the language of common or familiar conversation.

Concept

An idea generalized from one or more exposures, experiences and/or episodes that can usually be expressed in a particular representation. A concept or idea can be communicated.

Cooperative Learning

Learners working together to find solutions and to accomplish the tasks they set for themselves.

Cues

Semantic: cues based on meaning relationships
Syntactic: cues based on word order and structure relationships.
Graphophonic: cues based on sound-symbol relationships.

Editing

The process of examining, adapting and correcting a written text for publication. the process of selecting and adapting written texts for publication.

Expressive Modes

The means by which one might communicate information to others, for example, by speaking, writing or representing.

Figurative language

Intentional departure from the normal word order in order to gain strength and freshness of expression. Language enriched by word images and figures of speech.

Formality

The respect in which language varies according to the relationship between user and audience. Formality is a continuum from least formal to most formal, not a simple choice between formal and informal.

Genre

Kinds or styles of writing of works of literature, for example the novel, drama, poetry.

Holistic Learning

Learning which begins with whole pieces of information in meaningful contexts, and through which specific strategies can be developed.

Idiom

A use of words, a construction peculiar to a given langauge, an expression which cannot be translated literally into a second language.

Inference

The process of arriving at a conclusion by reasoning from the evidence without having a statement of that conclusion. In reading inference is often used as a general term for "reading between the lines"

Proofreading

The process of detecting and correcting errors in a written text.

Receptive Modes

The different means by which one might receive communication, for example, by listening, reading or viewing.

Register

The range of uses that language is put to in a particular culture or community according to social context. The social functions of language determine the pattern of language varieties or registers.

Revising

The process of adding, deleting, rewording, reorganizing and evaluating written drafts.

Strands of Language

The subcategories of language as defined by the method of expressing or receiving language: listening, speaking, reading, writing, representing and viewing.

Strategy

The principles implicit in an individual's approach to the world with the aim of learning about it. Components in a strategy include:
- how and where attention is focused
- the search, evaluation and integration behaviours used.

Significant strategies within the reading process include predicting, confirming and integrating.

Voice

Mode of expression that is consistent with the individual's way of thinking and feeling. A mode of expression that is characteristic of the individual.

Whole Language

A philosophy which embraces student-centered, process-oriented, holistic, integrated approaches to learning.